

District/LEA: 096-107 MAPLEWOOD-RICHMOND HEIGHTS Year: 2024-2025

Funding Application: Plan - School Level - 4080 MRH EARLY CHILDHOOD CENTER  
Version: Initial Status: Approved

Number

Name

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All check boxes and/or radio buttons marked in this plan and policies indicate an assurance on the part of the LEA and school.

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## 4080 MRH EARLY CHILDHOOD CENTER

### SCHOOL, PARENT AND FAMILY ENGAGEMENT POLICY

All check boxes marked in this policy indicate an assurance on the part of the school.

Type of Title I.A program

- Schoolwide  
 Targeted

- This school parent and family engagement policy is developed jointly with, distributed to, and agreed on with parents of participating children, including parents of migrant and EL children. *Section 1116 (b)(1)*

Describe how the school seeks and obtains the agreement of parents to the parent and family engagement policy.

The ECC follows board policy by including a statement in our parent/student handbooks. Parents are on district-level committees such as the Title Program Evaluation Committee and the Strategic Planning Committee. They review and sign the parent compact. They complete annual parent surveys. All changes are reviewed in open forums at Board Meetings, Teaching and Learning Council, and ECC Parent Meetings.

- Parents are notified of the policy in an understandable and uniform format. *Section 1116(b)(1)*

- The school parent and family engagement policy is provided in a language the parents can understand. *Section 1116(b)(1)*

#### POLICY INVOLVEMENT

- At the beginning of the school year, the school convenes an annual meeting, at a convenient time, to which all parents of participating children are invited and encouraged to attend. *Section 1116 (c)(1)*

- The agenda reflects that the purpose of the meeting is

- To inform parents of their school's participation in the Title I.A program
- To explain the requirements of Title I.A
- To explain the right of parents to be involved.

*Section 1116 (c)(1)*

- The school offers a flexible number of meetings. *Section 1116 (c)(2)*

- Using Title I.A funds, to promote parental involvement the school provides (check all that apply)

- Transportation
- Child care
- Home visits
- Funds will not be utilized for these purposes

*Section 1116 (c)(2)*

The school involves parents in an organized, ongoing, and timely way:

- In the planning, review, and improvement of the Title I.A program and if applicable Schoolwide program plan in the school. *Section 1116 (c)(3)*

Describe how parents are involved in the planning, review, and improvement of the Title I.A program and if applicable Schoolwide program plan in the school.

Parents sit on the Title Evaluation Committee and are active participants in the Strategic Planning Committee, which oversees district goals and alignment to state standards. Changes to the policy are reviewed by both groups and are presented at two open sessions of the Board of Education. In addition, meetings are held in the building to receive parent feedback. Parents also complete surveys and that information is utilized in these plans.

- In the planning, review, and improvement of the school parent and family engagement policy. *Section 1116 (c)(3)*

Describe how parents are involved in the planning, review, and improvement of the school parent and family engagement policy.

Parents sit on the Title Evaluation Committee and are active participants in the Strategic Planning Committee, which oversees district goals and alignment to state standards. Changes to the policy are reviewed by both groups and are presented at open sessions of the Board of Education. Parents are also involved in analyzing the data received from the annual parent survey from which planning is impacted for the following year.

The school provides parents of participating children:

- Timely information about the Title I.A programs. *Section 1116 (c)(4)(A)*

Describe plans to provide information about the Title I.A programs.

A statement is included in the Elementary School parent/student handbook that goes home to all families. The engagement policy is available on the district website. Parent meetings are held to inform families of Title One programming. Annual meetings provide information about the Title programs at PTO meeting, in open houses, at the beginning of Curriculum nights and through school wide newsletters.

- A description and explanation of the curriculum in use at the school, the forms of academic assessments that are used to measure progress, and the achievement levels of the MAP assessment.

*Section 1116 (c)(4)(B)*

Describe methods and plans to provide a description and explanation of the curriculum, academic assessments, and MAP achievement levels.

The ECC hosts grade-level a parent information night for parents, where grade-level expectations are reviewed. ECC also provides information during parent meetings, parent-teacher conferences, and curriculum nights. Parents are invited to serve on the district-wide curriculum committees. Parents receive periodic assessment reports and have regular opportunities to discuss their child's achievement with educators. Teachers review student data in grade-level meetings and through the response to the intervention process. A detailed assessment plan is approved by the board each year and is available to the public from the district website or the building.

Opportunities, as appropriate, to participate in decisions relating to the education of their children. *Section 1116 (c)(4)(C)*

Responses to their suggestions as soon as possible. *Section 1116 (c)(4)(C)*

## SHARED RESPONSIBILITY FOR HIGH STUDENT ACHIEVEMENT

### School-Parent Compact

The School-Parent Compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. *Section 1116 (d)*

The school jointly develops with parents of Title I.A served children the school-parent compact.

The school-parent compact will

Describe the ways in which all parents will be responsible for supporting their children's learning. *Section 1116 (d)(1)*

Through the School-Family Compact, parents agree to support their child's education by:

I will see that my child attends school regularly and on time.

I will provide a home environment that encourages my child to learn.

I will make sure my child gets adequate sleep and has a healthy diet.

I will encourage my child to engage in Reading activities daily.

I will attend all parent-teacher conferences.

Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment. *Section 1116 (d)(1)*

The ECC and its staff will:

The staff will provide an environment conducive to learning.

The staff will communicate classwork expectations.

The staff will communicate with families regarding your child's progress.

The staff will help each student grow to his/her fullest potential.

Addresses the importance of communication between teachers and parents on an ongoing basis through, at a minimum

Conducting parent-teacher conferences at least annually, during which the compact shall be discussed

- ✓ Issuing frequent reports to parents on their children's progress
  - ✓ Providing reasonable access to staff, opportunities to volunteer, and observation of classroom activities
  - ✓ Ensuring regular two-way, meaningful communication between family members and school staff, and, in a language that family members can understand
- Section 1116 (d)(2)(A) (B),(C),(D)*

## **BUILDING CAPACITY FOR INVOLVEMENT**

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school

- ✓ Provides assistance to parents, as appropriate, in understanding
    - o the Missouri Learning Standards,
    - o the Missouri Assessment Program,
    - o local assessments,
    - o how to monitor a child's progress, and
    - o how to work with educators to improve the achievement of their children.
- Section 1116 (e)(1)*

Describe plans to provide assistance.

A variety of resources and strategies are used to provide assistance to parents because we want to provide the support at the parents' point of need. Some of the structures utilized are:

- Home visits
- Parent-Teacher conferences
- District web page
- Classroom and school newsletters
- Curriculum nights
- Web resource lists
- Personal phone calls and emails
- Learning management system access

- ✓ Provides materials and training to help parents work with their children to improve achievement. *Section 1116 (e)(2)*

Describe plans to provide materials and training.

- As part of the Home Visit program, families may receive materials that will be used to practice academic skills at home,
- Curriculum nights are designed to be active and to present parents with ways to work with their children at home.
- Individual parent-teacher conferences are scheduled to provide individual support.
- Parent training sessions are provided based on need.

- ✓ Educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. *Section 1116 (e)(3)*

Describe plans to educate school personnel regarding working with parents.

MRH provides individualized home visit training for every teacher. Staff development and staff meetings incorporate strategies for working with family. This training includes how to work with students and parents from diverse cultural groups or that have been impacted by trauma. The district social worker and ESL teachers provide guidance to teachers and staff that helps with understanding of various cultural and linguistic groups. Teachers who provide additional academic support, such as gifted and reading intervention work with staff regarding how to support those families.

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school

- To the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. *Section 1116 (e)(4)*

Describe plans to coordinate and integrate.

While we do not use Title funds for preschool programs, our preschool programs (HeadStart, ECSE, and district supported preK) are held at the same school as kindergarten, 1st, and 2nd grade. In the spring of each year, preschool teachers take the kg eligible students on a tour of kindergarten and bring them to K-2 morning gathering. Additionally, students participate in a transition day to allow preschool students to transition to their Kindergarten classrooms. Some parents set up meetings with staff. The second grade students also participate in transition activities to transition to the elementary school third grade each spring. The entire district also hosts community events including the District Open House so that parents can tour all schools in the fall and the spring. Additionally, the district partners with Youth In Need, Parents as Teachers, Mosaic, and multiple other local organizations to provide support for families. These organizations are also invited to bring resources and connect with PK-12 families and the community during the back to school fair.

- Ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, in a language the parents can understand. *Section 1116 (e)(5)*
- Provides reasonable support for parental involvement activities under this section as parents may request. *Section 1116 (e)(14)*

### Optional additional assurances

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school: (optional; check if applicable)

- Involves parents in the development of training for teachers, principals, and other educators to improve the effectiveness of parent involvement training. *Section 1116 (e)(6)*
- Provides necessary literacy training from Title I funds if the local educational agency has exhausted all other reasonably available sources of funding for literacy training. *Section 1116 (e)(7)*
- Pays reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions. *Section 1116 (e)(8)*
- Trains parents to enhance the involvement of other parents. *Section 1116 (e)(9)*

- Arranges school meetings at a variety of times, or conducts in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend conferences at school, in order to maximize parental involvement and participation. Adopts and implements model approaches to improving parental involvement. *Section 1116 (e)(10)*
- May adopt and implement model approaches to improving parental involvement. *Section 1116 (e)(11)*
- Establishes a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title I programs. *Section 1116 (e)(12)*
- May develop appropriate roles for community-based organizations and businesses in parent involvement activities. *Section 1116 (e)(13)*

**ACCESSIBILITY**

In carrying out the parent and family engagement requirements of the Title I program, the school, to the extent practicable,

- Provides opportunities for the informed participation of parents and family members, including:
  - Parent and family members who have limited English proficiency.
  - Parent and family members with disabilities.
  - Parent and family members of migratory children.
- Provides information and school reports in a format and, in a language parents understand. *Section 1116 (f)*

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**District/LEA Comments**

**DESE Comments**